

ASSOCIATE SUPERINTENDENT APPROVAL _____

STATE BOARD MEETING DATE September 25, 2006

SUBJECT: Determination of Passing Score for the AEPA Early Childhood Professional Knowledge and Early Childhood Subject Knowledge Exams

SUBMITTED BY: Jan Amator, Deputy Associate Superintendent

MANAGEMENT TEAM REVIEW: September 7, 2006

BACKGROUND INFORMATION:

ARS§15-533(A) states, “To qualify for either a basic or standard teaching certificate.... A person must pass each component of the proficiency examination. In November 1997, the Arizona Department of Education adopted new rules regarding the evaluation of educators applying for state certification. The new rules required that applicants for certification pass a test of subject knowledge. Candidates for teacher certification must also pass a test of professional knowledge and meet a requirement for understanding the United States and Arizona Constitutions. The purpose of the Arizona Educator Proficiency Assessment (AEPA) program is ensure that each certified educator has the necessary knowledge to practice effectively in Arizona public schools. The RFP adopted by the State Board of Education June 2004, provided for the development of an Early Childhood Education professional knowledge assessment and subject knowledge assessments in English as a Second Language, Bilingual Education, and Middle School core content areas of math, science, social studies, and English-language arts.

The test development process that ADE and National Evaluation Systems (NES) designed for the AEPA involve numerous steps to ensure that the tests are customized for the Arizona educational context, aligned with Arizona educational standards, and judged to be appropriate and important for assessing the knowledge and skills required of entry-level educators by the State of Arizona.

The development of the Early Childhood exams was a direct response to State Board approval of the Early Childhood Teaching Certificate and Early Childhood Endorsement.

During the development of the Early Childhood Professional Knowledge and Early Childhood Subject Knowledge exams, NES consulted Arizona documents, collaborated with Arizona educators, validated each early childhood test objective in multiple ways and engaged Arizona early childhood educators in providing professional judgments concerning the passing standards for early childhood exams. In addition, to ensure compliance with technical and professional standards, NES obtained the ongoing guidance of a committee of Arizona and national assessment experts.

Key components of the process that the ADE and NES employed to develop the Early Childhood exams are summarized below.

- Establishment of Arizona Content and Bias Review Committee
- Definition and Review of Test Content
- The Content Validation Survey
- Distribution of Final Test Objectives
- Preparation of Test Item
- Bias and Content Review of Test Items
- Pilot Testing
- Preparation of Study Guides
- Preparation and Administration of the Early Childhood exams
- Determination of Passing Scores

Marty Karlin, from NES, will be at the October Board meeting to respond to questions and provide guidance in establishing the recommended passing score for Early Childhood Professional Knowledge and Early Childhood Subject Knowledge exams.

**BOARD ACTION REQUESTED: ☒ INFORMATION ☐ ACTION/DESCRIBED
BELOW**

ATTACHMENTS: YES ☐ NO ☒